Rhode Island Model Academy for Personnel Evaluating Educators
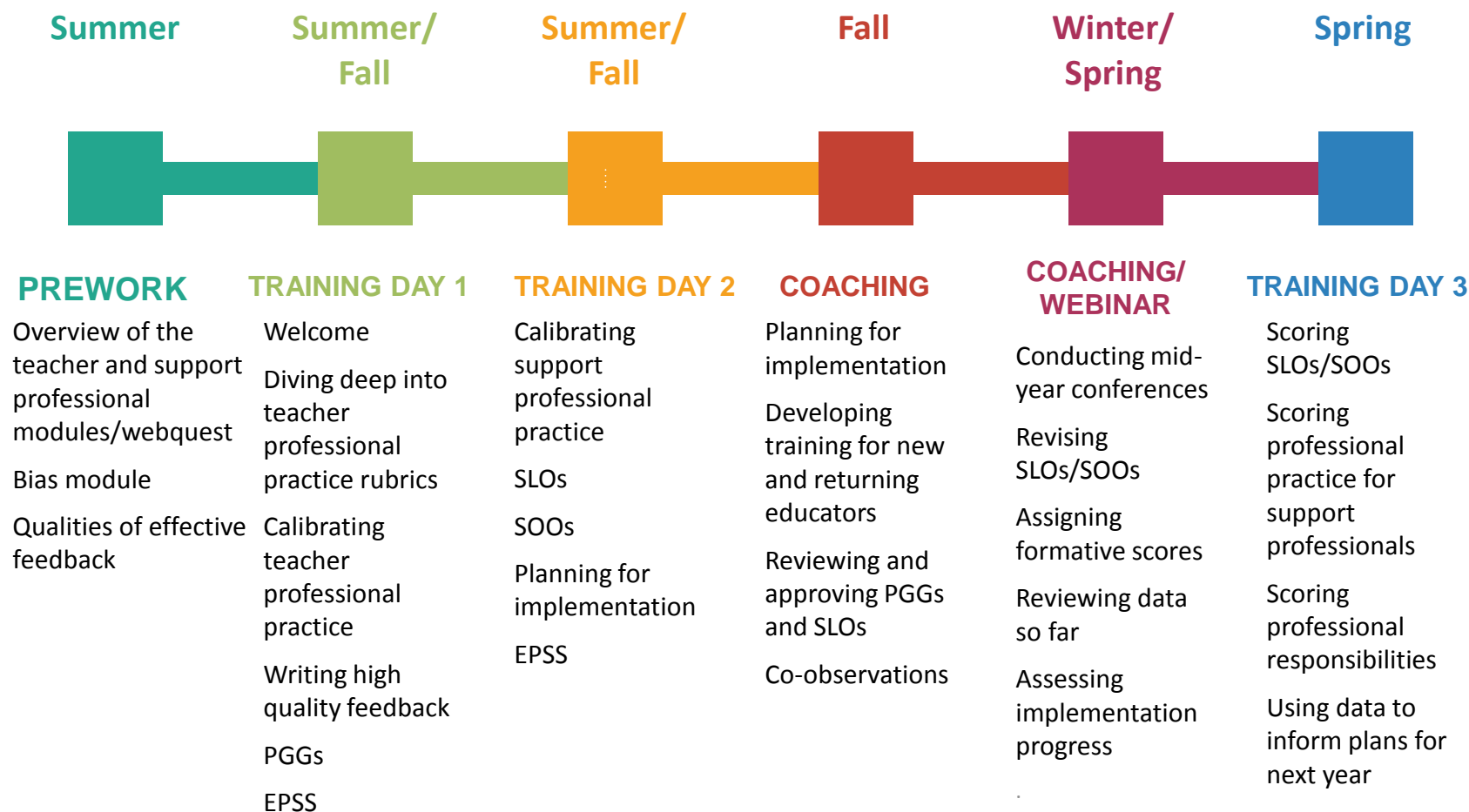
Day 2

Training Overview

Summer	Summer/ Fall	Summer/ Fall	Fall	Winter/ Spring	Spring

PREWORK	**TRAINING DAY 1**	**TRAINING DAY 2**	**COACHING**	**COACHING/ WEBINAR**	**TRAINING DAY 3**
Overview of the teacher and support professional modules/webquest	Welcome	Calibrating support professional practice	Planning for implementation	Conducting mid-year conferences	Scoring SLOs/SOOs
Bias module	Diving deep into teacher professional practice rubrics	SLOs	Developing training for new and returning educators	Revising SLOs/SOOs	Scoring professional practice for support professionals
Qualities of effective feedback	Calibrating teacher professional practice	SOOs	Reviewing and approving PGGs and SLOs	Assigning formative scores	Scoring professional responsibilities
	Writing high quality feedback	Planning for implementation	Co-observations	Reviewing data so far	Using data to inform plans for next year
	PGGs	EPSS		Assessing implementation progress	
	EPSS				

- By the end of the day, you will:

  o Know how to gather and align evidence of Professional

    Practice for support professionals

  o Feel comfortable reviewing and approving SLOs and SOOs

  o Think about planning for implementation

  o Be ready to begin entering information into EPSS

Rhode Island Model
Evaluation & Support System

Support Professional

Edition IV

A Closer Look at Professional Practice:
Collaboration and Service Delivery

Support Professionals

- School Nurse Teachers
- School Social Workers
- School Psychologists
- Library Media Specialists
- Speech Language Pathologists
- Reading Specialists/Consultants
- School Counselors

SY 2015-16 Updates

- Mathematics Specialists/Consultants
- English as a Second Language Specialists/Consultants
- Instructional Leaders

Evaluators gather evidence through one announced observation, two unannounced observations, and natural interactions.

Professional Practice Rubric Components	
Professional Practice: **Collaboration** Domain 1	**Professional Practice:** **Service Delivery** Domain 2
1a: Works with educators and families to develop strategies and resources to meet the needs of students	**2a:** Establishes service delivery and/or program goals and develops a plan to evaluate them
1b: Uses and models effective communication with learners, colleagues and/or stakeholders	**2b:** Plans effectively for service delivery that is based on student data and knowledge of child development
1c: Builds rapport with students promoting effective implementation of services	**2c:** Implements service delivery that is student focused ensuring students have greater ownership in their education and well being
1d: Demonstrates flexibility and responsiveness	**2d:** Uses appropriate assessments to diagnose or identify and monitor student issues or programmatic progress and to adjust service/program delivery

Conferences

Beginning of Year	Middle of Year	End of Year
Set tone for the year Review and approve	*Discuss performance and adjust goals as needed*	*Discuss summative feedback and discuss next steps*
Past performance	All aspects of performance (including formative scores)	Summative feedback on all aspects of performance
Professional Growth Goal	If needed, adjust Professional Growth Goal or SLOs/SOOs	If applicable, discuss Performance Improvement Plan
SLOs/SOOs		

All educators in non-summative years must have at least one conference.

Sample of Observation Notes

Professional Practice and Responsibilities Feedback Form (Support Professionals)

Date of observation

Date of Visit:	Start/End Time:	Visit Type: Announced Unannounced
__11__ / __18__ / __14__	__10:15__ / ___10:45___	
Start Date of Feedback:	**End Date of Feedback:**	
09 / __02__ / __14__	_11__ / ___18__ / __14__	

Dates of data collection

The Support Professional Model is scored holistically at the end of the year. Written feedback for each component is not required after each Observation of Practice.

Observation of Practice Notes

Observation of Practice Notes:

Notes from a natural interaction

09-10-14- Sixth grade team meeting- Mrs. D attended a sixth grade team meeting to share some resources with teachers for two students with autism who were struggling with peer interactions. Mrs. D shared with the team an organizer that she was using with these students to help them recognize expected and unexpected behaviors. Mrs. D gave an example of how she would use it with a student to help them recognize that unexpected behaviors often lead to negative consequences with their peers. Mr. W shared that he felt that this tool would be very helpful. He was going to use it with one student to help them prepare for next week when he would be attending training. Using this organizer to prepare the student for expected behaviors when having a substitute was a great strategy. (Principal)

Primary and complementary evaluators both record notes on this form.

BOY conference- 09-23-14- Mrs. D provided me with a copy of her schedule. She spoke about how she had formed each group. She was able to identify the focus of each group. She did not speak specifically about individual needs of her students. She also shared a survey she has sent out to parents to learn more about each student's summer and social skill growth and needs from the parent's perspective. (Spec. Ed. Director)

09-30-14- Mrs. D stopped by the office to let me know that she had finally reached a parent that she was struggling to contact. The parent was not returning calls that Mrs. D was making during the day. Mrs. D had called last night shortly after dinner and made contact with the parent. As a result, the parent will be attending our meeting later this week. (Principal)

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EPSS Screen Shot

RIDE Rhode Island Department of Education

User Information

Name: Carrie Appel (30952)	**Evaluation Type:** Support Professional
Grade: None	**Date Completed:** Incomplete
Saved By: Matlach, Lauren	**Date Acknowledged:** Unacknowledged
Finalized By: N/A	**Evaluation Cycle:** 08/09/2015 - 08/01/2016

The Support Professional Model is scored holistically at the end of the year. Written feedback for each component is not required after each observation. This form should be used to capture evidence from both the observation and other interactions with the educator within the date range specified.

For more information, visit the RI Model Guidebooks & Forms guidance found here (click to launch).

Dates of data collection

Start Date of Feedback:

End Date of Feedback:

Date of observation

⚠ **Observation Date:**

⚠ **Start Time:**

⚠ **End Time:**

⚠ **Visit Type:**
○ Announced   ○ Unannounced

Observation Notes (visible only to the evaluator):

asdfasgdasdgasdgsadgagd

Notes from a natural interaction

Primary and complementary evaluators both record notes on this form.

Professional Practice

Domain 1: Collaboration
1A. Works with educators and families to develop strategies and resources to meet the needs of families
1B. Uses and models effective communication with learners, colleagues and/or stakeholders
1C. Builds rapport with students promoting effective implementation of services
1D. Demonstrates flexibility and responsiveness

Alignment to components

Evidence for PP Domain 1:

Evidence statements

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Aligning Evidence to Professional Practice Components

*10-1-14- Open House- Mrs. D set up a table in the foyer and greeted parents as they arrived to open house. She had a **variety of brochures for local agencies in the community** as well as a **few resources she has created to guide parents in supporting their child's education**. (Principal)*

Evidence for...

**COMPONENT 1A: Works with educators and families
to develop strategies and resources to meet the needs of students**

3	The support professional consistently serves as a consultant to the school community including teachers, other support staff and families. They are knowledgeable about outside resources and access them when needed. They consistently address the needs of educators, families and students and provide access to strategies, resources and supports that address the stated goals of service. Through their work, students have greater access to learning.

Individually:

❑ Review the observation notes.

❑ Capture evidence for as many of the professional practice components as possible.

At your table:

❑ Discuss the evidence you located and how you aligned it to the professional practice components.

❑ Work to calibrate as to why you may have aligned evidence differently.

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Professional Practice

For more information, visit the RI Model Guidebooks & Forums page found at www.ride.ri.gov/EdEval-RIModel-GuidesForms.

Domain 1: Collaboration
1A. Works with educators and families to develop strategies and resources to meet the needs of students
1B. Uses and models effective communication with learners, colleagues and/or stakeholders
1C. Builds rapport with students promoting effective implantation of services
Evidence for PP Domain 1:

The support professional will not see your observation notes. This is where you record the evidence gathered aligned to the components.

1A. Mrs. D addresses the needs of both colleagues and families by providing resources. She provided a team of sixth grade teachers with an organizer to use with students to help students identify expected and unexpected behaviors and recognize their consequences. She also set up a table during Open House to provide families with resources about community agencies and how to support their child's education. A brochure she created on "Helping your Child with Homework"...

With your small group:
❑ Review the observation notes.
❑ Write evidence statements for your assigned components. If there is no evidence at this time, no statement is needed. Write your statements on the poster paper. Post your work on the wall.

Whole group:
❑ Discuss how evidence is presented to the support professional.
❑ Could the support professional use this evidence to reflect on their practice?

After writing observation notes, aligning evidence, and writing evidence statements, it is now time to write feedback.

As with teachers, feedback for support professionals should be:

- **Prioritized**
- **Specific**
- **Actionable**
- **Framed as a question when appropriate**
- **Have a supportive tone**
- **Be given as soon after an observation as possible**

Quality Feedback Review Tool

Support Professional
Written Feedback Quality Review Tool

Prioritized:				
1. Does the feedback reinforce the support professional's strongest practice areas?	☐	No	☐	Yes
2. Does the feedback focus on 1 or 2 areas for improvement?	☐	No	☐	Yes
3. Will the focus of the feedback have the greatest impact on support professional's practice and student outcomes?	☐	No	☐	Yes
4. Is the feedback appropriate to the context of the support professional's role?	☐	No	☐	Yes

Individually:
❑ Review the feedback using the review tool.
❑ Make notes of how you would revise this feedback.

Whole Group:
❑ Discuss the feedback using language from the review tool.
❑ How would you make this feedback stronger?

Anatomy of a Student Learning Objective (Form)

Title – A short name for the SLO

Content Area – The content area(s) to which this SLO applies

Grade Level – The grade level(s) of the students

Students – The number and grade/class of students to whom this SLO applies

Interval of Instruction – The length of the course (e.g., year, semester, quarter)

Main Criteria	Element	Description
Essential Question: What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?		
Priority of Content	Objective Statement	• Identifies the priority content and learning that is expected during the interval of instruction • Should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured • If attained, positions students to be ready for the next level of work in this content area
Priority of Content	Rationale	• Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective
Priority of Content	Aligned Standards	• Specifies the standards (e.g., CCSS, Rhode Island GSEs, GLEs, or other state or national standards) to which this objective is aligned
Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?		
	Baseline Data/ Information	• Describes students' baseline knowledge, including the source(s) of data/ information and its relation to the overall course objectives
Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
Rigor of Target	Target(s)	• Describes where the teacher expects all students to be at the end of the interval of instruction • Should be measureable and rigorous, yet attainable for the interval of instruction • In most cases, should be tiered to reflect students' differing baselines
Rigor of Target	Rationale for Target(s)	• Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students • Should be provided for each target and/or tier
Quality of Evidence	Evidence Source(s)	• Describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective • Describes how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else) • Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored)

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Student Learning Objectives

SLOs in Rhode Island

Student Learning Objectives (SLOs) are long-term, measurable academic goals that educators set for their students. They should focus on priority content, be measured by appropriate sources of evidence, and include specific targets for student mastery or progress. They are used as a measure of student learning by all educators participating in the Educator Evaluation System.

• Respects the diversity of all grades, subjects, and courses

• Written by educators for their own students

• Tied directly to the teaching and learning happening in every teacher's individual classroom

• Reflects the most important content and skills students should learn

Improving student learning is at the center of all our work.

⬇

Teachers have the greatest school-based impact on student learning.

⬇

Research shows that student learning improves when teachers set goals.

⬇

SLOs recognize and encourage the work that excellent teachers are already doing in their classrooms.

- SLOs should be focused on the student learning in specific content areas and grade levels.

- SLOs should be integrated with the most important work of districts--curriculum, instruction, and assessment--and are not an add-on.

- Goal-setting is an important part of effective teachers' practice.
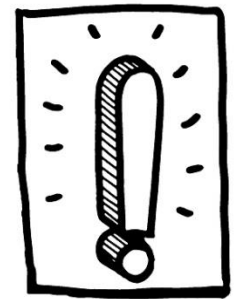
When educators create their SLO Objective Statements, they should follow these <u>four steps</u>:

1) Examine their standards and curriculum

2) Determine their Priority of Content

3) Write an objective statement

4) Check the scope, or grain-size
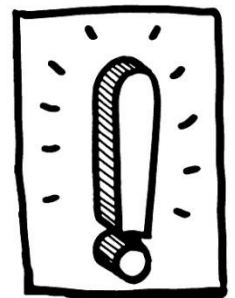
Examining Objective Statements

1.	**Objective Statement: (Elementary) Students will improve their overall proficiency in mathematics.**	
a.	**Is the objective statement clear in articulating the content or skills students should achieve?** *(this is making sure it's clear but also that it actually articulates what students are going to know or be able to do.)*	☐ Clear ☐ Not clear enough
b.	**Is the scope of the objective statement broad enough to capture the most important course content or skills?** *(If the focus is too narrow it might be possible to teach it in a unit, but it will not be a central focus for students throughout the interval of instruction. If the focus is too broad it is not a targeted objective that is measurable. If the target is met, students should have the essential knowledge and/or skills necessary for success in the next grade, level of instruction, or will have narrowed a critical gap.)*	☐ Too broad ☐ Acceptable ☐ Too narrow

1. Individually, review the 6 objective statements.

2. Discuss with your colleagues.

3. Determine the clarity and grain size of the objective statement.

1.	**Objective Statement: (Elementary) Students will improve their overall proficiency in mathematics.**

a.	**Is the objective statement clear in articulating the content or skills students should achieve?** *(this is making sure it's clear but also that it actually articulates what students are going to know or be able to do.)*	☐ Clear ☑ Not clear enough
b.	**Is the scope of the objective statement broad enough to capture the most important course content or skills?** *(If the focus is too narrow it might be possible to teach it in a unit, but it will not be a central focus for students throughout the interval of instruction. If the focus is too broad it is not a targeted objective that is measurable. If the target is met, students should have the essential knowledge and/or skills necessary for success in the next grade, level of instruction, or will have narrowed a critical gap.)*	☑ Too broad ☐ Acceptable ☐ Too narrow

Examining Objective Statements

2.	**Objective Statement: (Middle School) All Gr. 6-8 students who scored _Substantially Below Proficient_ on the beginning-of-year mathematics pretest (86 students) will reach _Nearly Proficient_ or above by the end-of-year post-test.**

a.	**Is the objective statement clear in articulating the content or skills students should achieve?** _(this is making sure it's clear but also that it actually articulates what students are going to know or be able to do.)_	☐ Clear ☑ Not clear enough
b.	**Is the scope of the objective statement broad enough to capture the most important course content or skills?** _(If the focus is too narrow it might be possible to teach it in a unit, but it will not be a central focus for students throughout the interval of instruction. If the focus is too broad it is not a targeted objective that is measurable. If the target is met, students should have the essential knowledge and/or skills necessary for success in the next grade, level of instruction, or will have narrowed a critical gap.)_	☑ Too broad ☐ Acceptable ☐ Too narrow

Examining Objective Statements

3. **Objective Statement: (High School) Students will develop an understanding of the major events and eras of American history (as defined by the curriculum units). Through close reading and expository writing, students will analyze how cycles of conflict and cooperation affected different groups of people and shaped our modern society.**

a. **Is the objective statement clear in articulating the content or skills students should achieve?** *(this is making sure it's clear but also that it actually articulates what students are going to know or be able to do.)*	☐ Clear ☑ Not clear enough
b. **Is the scope of the objective statement broad enough to capture the most important course content or skills?** *(If the focus is too narrow it might be possible to teach it in a unit, but it will not be a central focus for students throughout the interval of instruction. If the focus is too broad it is not a targeted objective that is measurable. If the target is met, students should have the essential knowledge and/or skills necessary for success in the next grade, level of instruction, or will have narrowed a critical gap.)*	☐ Too broad ☑ Acceptable ☐ Too narrow

Examining Objective Statements

4.	Objective Statement: (Elementary) Students will increase their fluency.	
a.	**Is the objective statement clear in articulating the content or skills students should achieve?** *(this is making sure it's clear but also that it actually articulates what students are going to know or be able to do.)*	☐ Clear ☑ Not clear enough
b.	**Is the scope of the objective statement broad enough to capture the most important course content or skills?** *(If the focus is too narrow it might be possible to teach it in a unit, but it will not be a central focus for students throughout the interval of instruction. If the focus is too broad it is not a targeted objective that is measurable. If the target is met, students should have the essential knowledge and/or skills necessary for success in the next grade, level of instruction, or will have narrowed a critical gap.)*	☐ Too broad ☐ Acceptable ☑ Too narrow

Examining Objective Statements

5. **Objective Statement: (Middle School) Students will be able to write arguments to support claims with clear reasons, drawing relevant evidence from literary or informational texts to support analysis and reflection, and including the acknowledgement of opposing claims, references to credible sources, a concluding statement, and a formal style.**

a. **Is the objective statement clear in articulating the content or skills students should achieve?** *(this is making sure it's clear but also that it actually articulates what students are going to know or be able to do.)*	☑ Clear ☐ Not clear enough
b. **Is the scope of the objective statement broad enough to capture the most important course content or skills?** *(If the focus is too narrow it might be possible to teach it in a unit, but it will not be a central focus for students throughout the interval of instruction. If the focus is too broad it is not a targeted objective that is measurable. If the target is met, students should have the essential knowledge and/or skills necessary for success in the next grade, level of instruction, or will have narrowed a critical gap.)*	☐ Too broad ☑ Acceptable ☐ Too narrow

6. Objective Statement: (High School) Algebra I students will demonstrate proficiency with creating equations that describe numbers or relationships and solving equations with inequalities in one variable.

a. Is the objective statement clear in articulating the content or skills students should achieve? *(this is making sure it's clear but also that it actually articulates what students are going to know or be able to do.)*	☑ Clear ☐ Not clear enough
b. Is the scope of the objective statement broad enough to capture the most important course content or skills? *(If the focus is too narrow it might be possible to teach it in a unit, but it will not be a central focus for students throughout the interval of instruction. If the focus is too broad it is not a targeted objective that is measurable. If the target is met, students should have the essential knowledge and/or skills necessary for success in the next grade, level of instruction, or will have narrowed a critical gap.)*	☐ Too broad ☐ Acceptable ☑ Too narrow

On a large sticky note, write down an example of an objective statement that is clear and acceptable in scope. On a second sticky note, write down an example of an objective statement that is not clear enough, too broad in scope, and/or too narrow in scope.

Baseline Data Scenarios

Scenario 1
Grades 9-12

Scenario 2
Grades K-5

Scenario 3
Grades 6-8

Scenario 4
Grades 9-12

1. Read the scenario independently. (3 minute)
2. Discuss the scenario at your table. (7 minutes)
3. Select a reporter to share out with the whole group when prompted.

When you sit down with Mr. Jacobs, a Biology teacher, to talk about his SLOs, he says that he does not have any baseline data. As he puts it, this is the first Biology course his 9th graders have taken and the students matriculate from three different middle schools. There is no standardized 8th grade Science curriculum in your district, so his students may have learned different things last year. What guidance would you give him? What could he use as sources of baseline data/information?

Possible Responses Scenario #1:

What guidance would you give him? What could he use as sources of baseline data/information?

- Create a pre-assessment
- Attempt to reach out to the middle school teachers to assess what students might be struggling with and what they are exceling at
- Lean on your grade and/or content team to workshop your SLOs

Ms. Palmer and Mrs. Gray are your two 4th grade teachers. They come to you because they are overwhelmed by the amount of information they have on their incoming students. In addition to students' official records and state assessment scores, the 3rd grade teachers have passed on writing and Social Studies portfolios, EOY reading levels, and detailed comments on each child's behavior, interests, strengths, and areas for improvement. They don't know where to begin. What guidance would you give them? How can this information be useful to them as they write their SLOs?

What guidance would you give them? How can this information be useful to them as they write their SLOs?

- Recommend the teachers to begin with the EOY reading levels, and detailed comments on each child's behavior, interests, strengths, and areas for improvement
- They can add much of the evidence provided to their SLOs under "Quality of Evidence"

Mrs. Scotto teaches French I to sixth graders at your middle school. She does not understand why she has to include baseline data in her SLO because none of her students speak any French at the beginning of the interval of instruction. How would you describe the purpose of baseline data/information to Mrs. Scotto and what recommendations might you give for possible sources that would be of use to her?

How would you describe the purpose of baseline data/information to Mrs. Scotto and what recommendations might you give for possible sources that would be of use to her?

- Baseline data can be thought of as a "line in the sand" that can be used to measure student change toward important academic indicators during a course or academic year.

- Some examples of baseline data include: the prior year's assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-test, or other evidence of students' learning, such as portfolio work samples that measure the pre-requisite knowledge and skills necessary for the course.

Mr. DuBois is an 11th grade English teacher. Prior to setting targets for his SLO, he reviewed his students' grades and writing samples from their 10th grade English courses. Based on those, he was able to make some preliminary groupings. However, after administering his first assignment of the year, he noticed that several students are performing differently than he expected (some much lower, some much higher). Now he is confused about how to group students and set appropriately tiered targets. What guidance would you give him? How should he handle these sometimes-conflicting data sources?
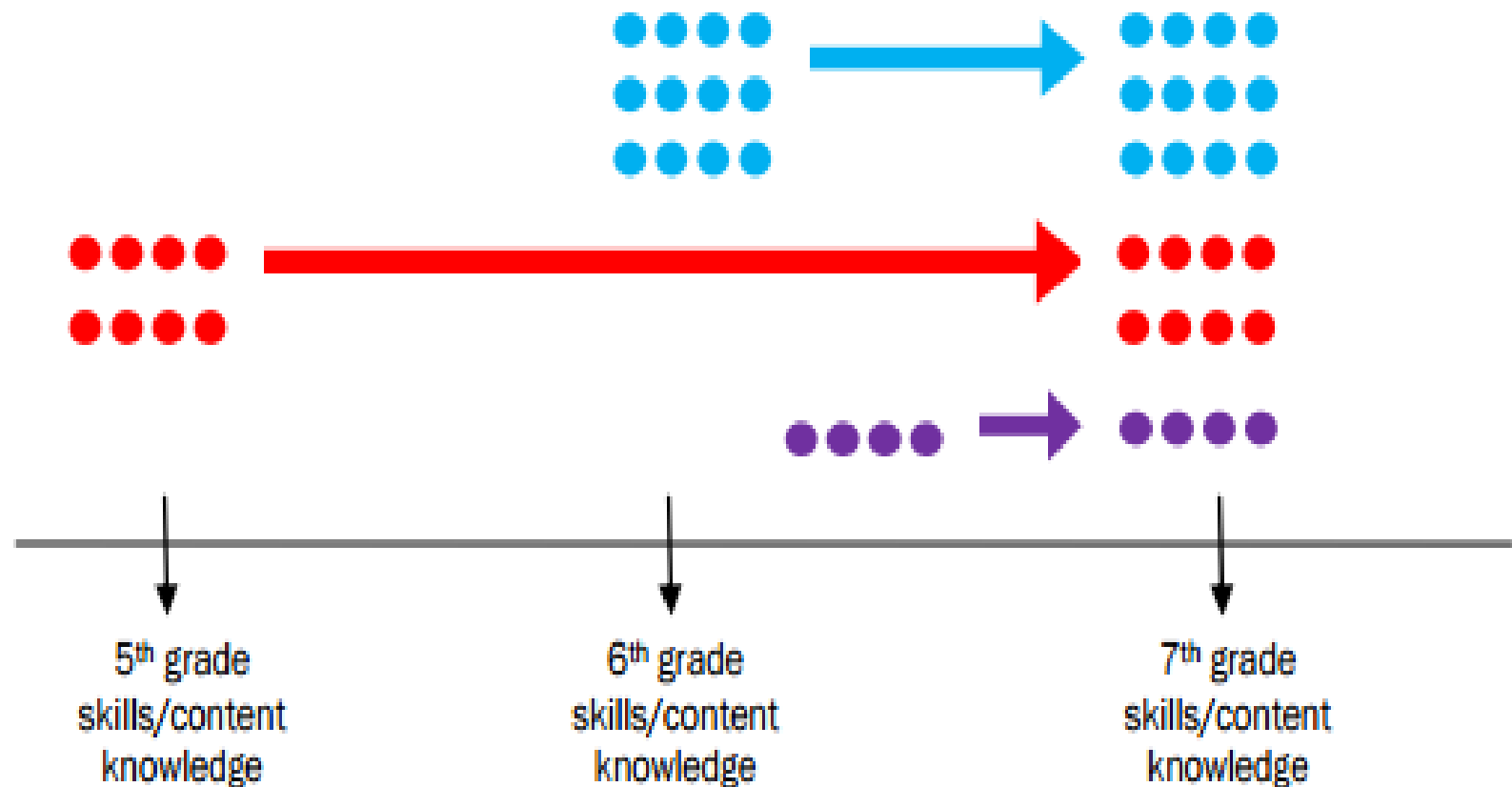
What guidance would you give him? How should he handle these sometimes-conflicting data sources?

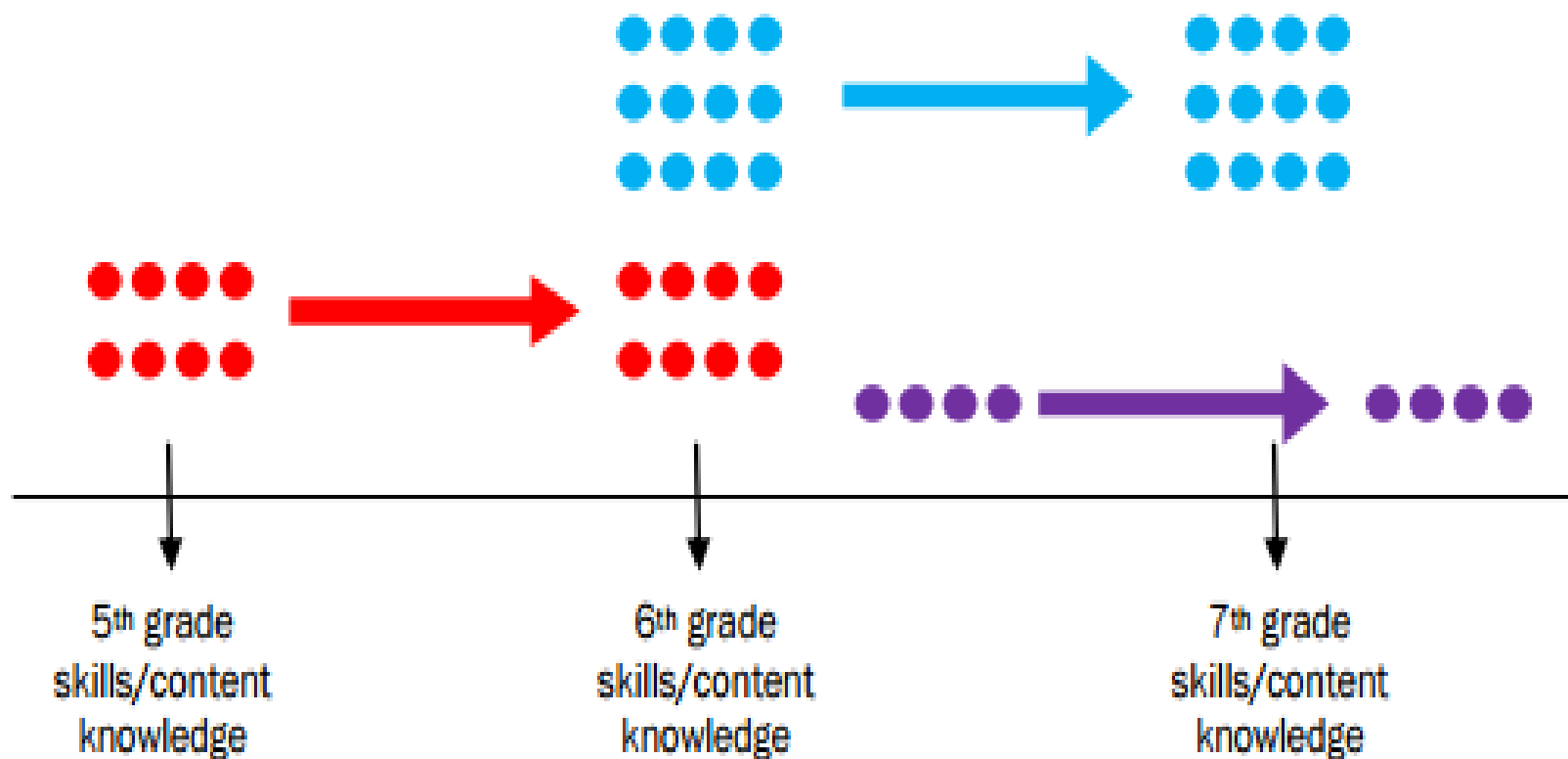- Consider the task, how was it similar or different to the 10th grade work samples.

- Adjust groups to support where currently are and revise your tiered targets to accurately reflect where students are at.

Proficiency/Mastery-Based Targets

Common Goal of One Year's Worth of Growth

5th grade skills/content knowledge

6th grade skills/content knowledge

7th grade skills/content knowledge

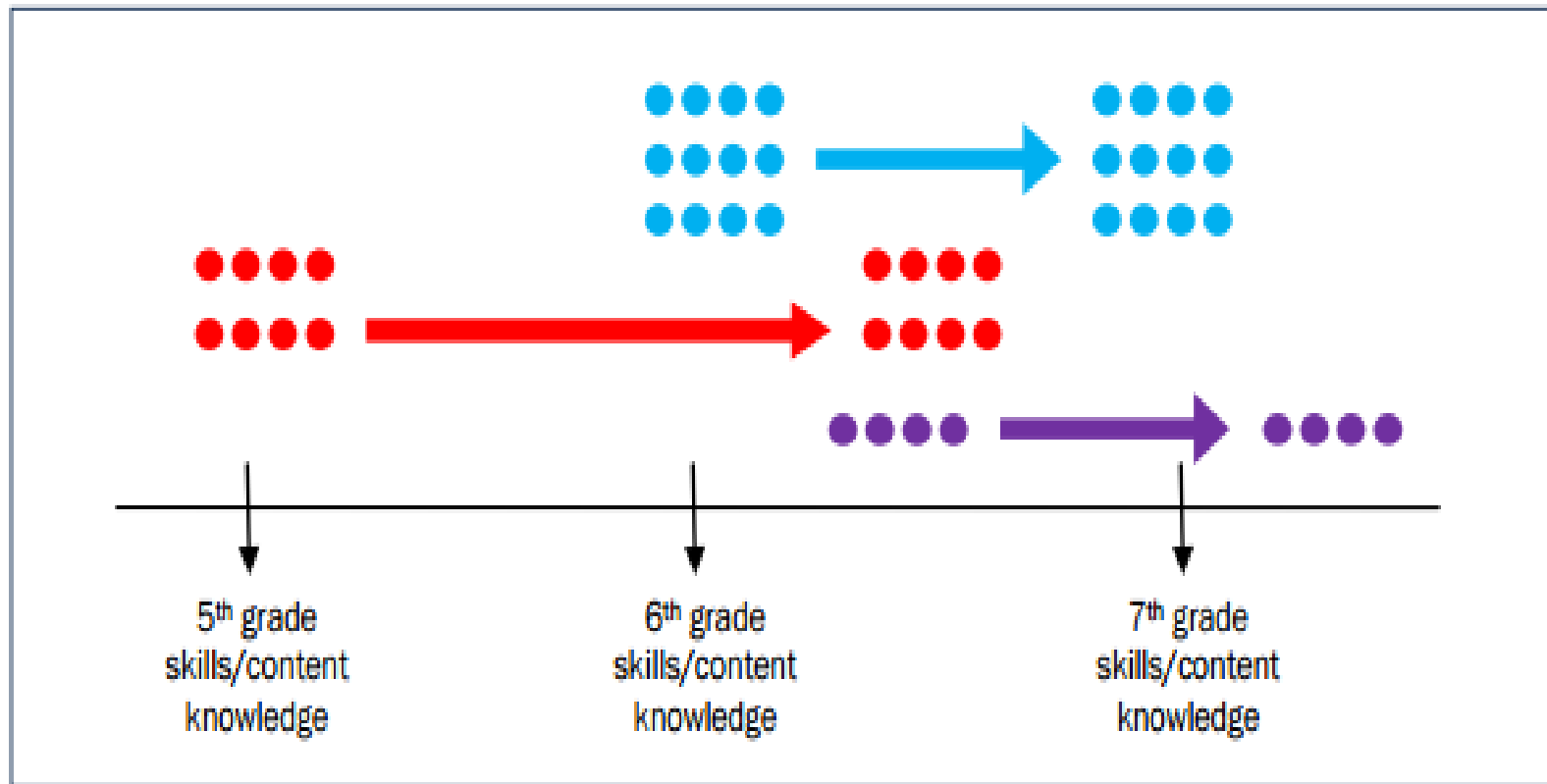# Meaningfully Differentiated Targets: Rigorous Yet Attainable

Figure 1

Sample 1:

Students will show growth between the pre-assessment and post-assessment.

Feedback:

1. This target is unclear. How much growth is considered growth? One point? Twenty points?

Sample 2:

All students will show 25% growth between the first and fourth benchmark assessments.

Feedback:

1. This target expects that the lowest-performing students will show the least growth and highest-performing students will show the most growth. For example, Student A who scored a 20 out of 100 on the first benchmark will meet his target if he achieves 25 out of 100 on the fourth benchmark. Student B who scored an 80 out of 100 is expected to score 100 on the post-assessment.

2. Many times teachers say 25% but mean 25 percentage points.

Sample 3:

75% of students will move one level on the performance rubric.

Feedback:

1. This target does not include all students. All students should be expected to demonstrate growth.

Sample 4:

- Students who scored 1 or 2 on the rubric will increase their overall score to 3 (Proficient).

- Students who scored a 3 on the rubric will increase their overall score to 4 (Above Proficient).

- Students who scored a 4 on the rubric will maintain their score of 4 (Above Proficient).

Feedback:

1. Avoid maintenance targets. How will those students who are already Above Proficient demonstrate growth?

2. Consider using a more complex task or different rubric with students performing Above Proficient.

Sample 5:

Students are tiered based on their baseline performance into five groups: substantially below proficient (8 students), below proficient (5 students), near proficient (5 students), proficient (4 students), and above proficient (2 students). All students will move up one group.

Feedback:

1. If all students meet their targets, more than half of your students will still be performing below proficiency. Is this target rigorous enough?

2. This target calcifies rather than narrows achievement gaps.

1. Unclear targets

   "Students will show growth."

2. Percentages

   "Students will show 25% growth"

   "75% of students will show growth."

3. Maintenance targets

   "Students performing above grade level will continue to perform at grade level."

   "Students receiving a 4 on the rubric will continue to receive a 4."

4. Setting targets too low

5. Not using meaningful tiers

Quality of Evidence

Quality of evidence is critical in determining if students met their target(s) . Questions you should ask about the quality of your evidence are:

1. What types of assessment do I used in my classroom and school? Where are there overlaps? Where are there gaps?

2. What assessments are the best type to measure the intended learning? Are they valid, fair, and meet the purpose for which they are being used?

3. What is the appropriate time between assessments to allow for informing daily practice and providing feedback to students based on the data?

SLO and SOO Approval

Student Learning Objective Quality Review Tool

RIDE Rhode Island Department of Education

Priority of Content

#	Question	Yes	No
1.	Does the Objective Statement identify specific knowledge and/or skills that are essential for students to attain in the course/grade?	☐ Yes	☐ No
2.	Is the objective statement broad enough that it captures the major content of an extended instructional period, but focused enough that it clearly pertains to the course subject/grade/students and can be measured?	☐ Yes	☐ No
3.	Does the objective rationale provide a data-driven and/or curriculum-based explanation for the focus of the SLO?	☐ Yes	☐ No
4.	Based on your answers to the questions above, would you rate the Priority of Content as acceptable?	☐ Yes	☐ No

Rigor of Target

#	Question	Yes	No
5.	Does the SLO describe the baseline knowledge of all current students and how it was assessed, and reference historical data, if available? [1]	☐ Yes	☐ No
6.	Based on student starting points, is the target possible for all students to realistically attain, while also representing a rigorous interval of learning with an effective teacher? If appropriate is the target tiered to reflect students' differing starting points?	☐ Yes	☐ No
7.	Does the target rationale explain how the target was determined in connection with baseline data or information (benchmark assessment, historical data, trend data, etc.)?	☐ Yes	☐ No
8.	Based on your answers to the questions above, would you rate the Rigor of Target as acceptable?	☐ Yes	☐ No

Quality of Evidence

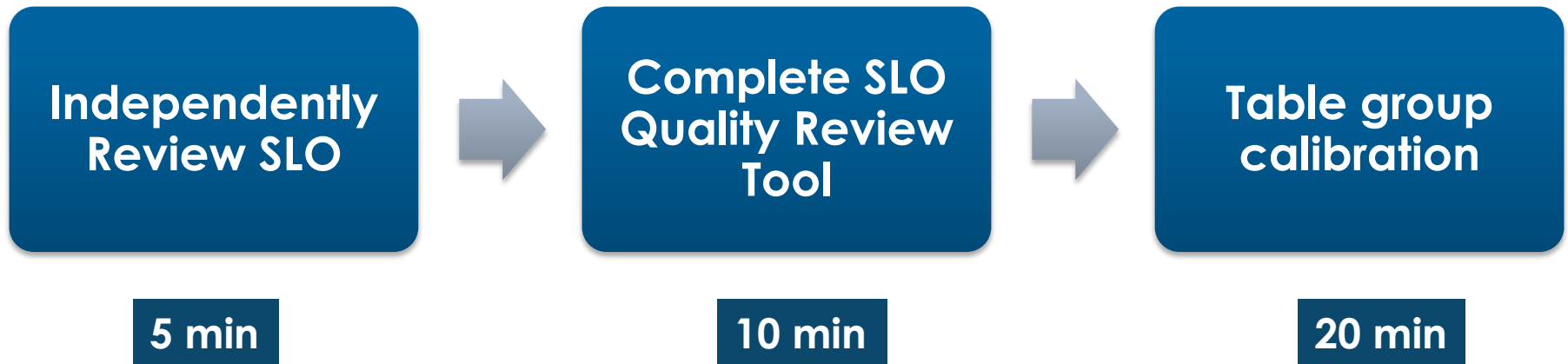| #	Question	Yes	No
9.	Does the evidence source measure the identified content/skills of the Objective Statement?	☐ Yes	☐ No
10.	Does the explanation of assessment administration include how often, when it is administered and by whom, along with a description of how the evidence will be collected and scored (e.g., including description of scoring guides, rubrics, or instructions)?	☐ Yes	☐ No
11.	Does the scoring process have safeguards in place to ensure consistent scoring aligned to clear expectations of student work (e.g., a percentage of the evidence will be scored by more than one educator through collaborative scoring, double scoring, or blind scoring)?	☐ Yes	☐ No
12.	Based on your answers to the questions above, would you rate the Quality of Evidence as acceptable?	☐ Yes	☐ No

Overall

#	Question	Yes	No
13.	If you were the evaluator, would you have approved this SLO?	☐ Yes	☐ No

SLO Approval Calibration

Independently Review SLO

5 min

Complete SLO Quality Review Tool

10 min

Table group calibration

20 min

The SLO/SLO Decision Tree
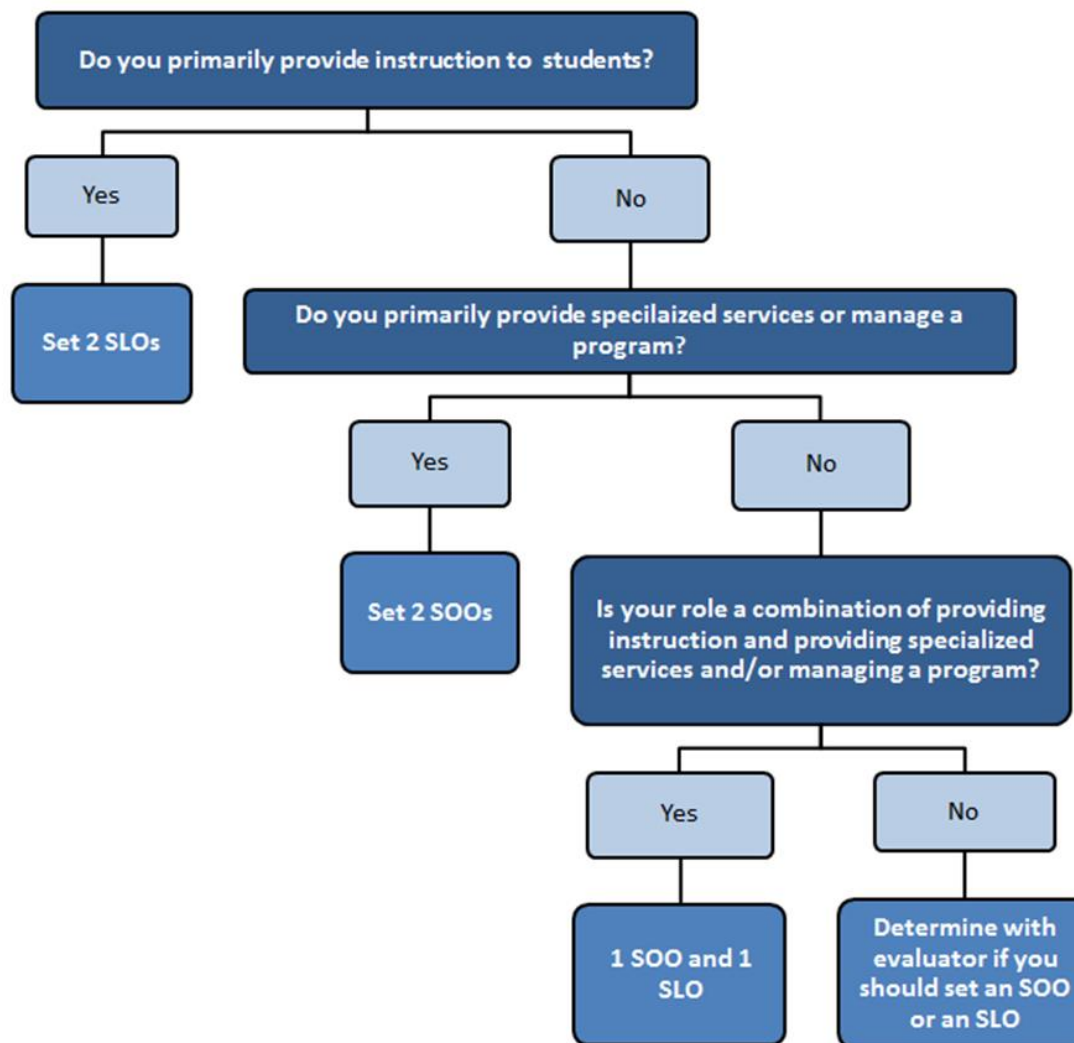
- A Student Outcome Objective is a **long-term goal** that is **focused on an outcome that increases access to learning** or creates conditions that facilitate learning.

- SOOs are designed for support professionals and some special educators that **primarily provide specialized services or manage a program.**

- LEAs need to determine what type of student learning measure is most appropriate for the specific positions in their LEA.

Student Learning

Anatomy of a Student <u>Outcome</u> Objective (Form)

Title – A short name for the SOO

Content Area – The service area(s) to which this SOO applies

Grade Level – The grade level(s) of the students

Students – The number of students to whom this SOO applies

Interval of Service – The interval of service defines the period to which the SOO applies. It should mirror the length of time in which the educator is actively working with students, typically one academic year, one semester or a shorter timeframe, as justified by the duration of the service(s) being delivered.

Main Criteria	Element	Description
Essential Question: What is the most important outcome that will enable students to have better access to education through your services?	
Priority of Content	Objective Statement	• Describes the specific outcome that the support professional is working to achieve • Should be specific enough to clarify the focus of the SOO
Priority of Content	Rationale	• Provides a data-driven explanation for the focus of the SOO and indicates if it is aligned with a school or district priority
	Essential Question: Where are my students now with respect to the objective?	
	Baseline Data / Information	• Supports the overall reasoning for the student outcome objective • Could include survey data, statistics, participation rates, or references to historical trends or observations
	Essential Questions: Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?	
Rigor of Target	Target(s)	• Describes where it is expected for groups of students or the school community as a whole to be at the end of the interval of service • Should be measureable and rigorous, yet attainable
Rigor of Target	Rationale for Target(s)	• Explains the way in which the target was determined, including the baseline information sources and why the target is appropriate for the group of students or the school community • Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, trend data, or historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students • Rationale should be provided for each target and/or tier
Quality of Evidence	Evidence Source(s)	• Describes how the objective will be measured and why the evidence source(s) is appropriate for measuring the objective (e.g. logs, scoring guides, screening procedures, surveys) • Describes how the measure of the student outcome will be collected or administered (e.g., once or multiple times; during class time or during a designated testing window; by the support professional or someone else) • Describes how the evidence will be analyzed and/or scored (e.g., scored by the support professional individually or by a team of support professionals; scored once or a percentage double-scored)
Quality of Evidence	Strategies	• Describes the method, strategies, or plan that will be used to achieve your goal

Support professionals write a minimum of two but no more than four SLOs and/or SOOs at the beginning of the year.

⬇

Evaluators and support professionals review SLO/SOO data at the mid-year conference.

⬇

Evaluators score SLOs/SOOs at the end of the year based on data the teacher provides.

Read the Sample SOO.

Use the SOO Quality Review Tool to determine if the SOO is approvable.

The SLO and SOO Process

Preparation → Development → Instruction → Reflection

Preparation

Review standards, curriculum, and units of study.

Review assessments currently used to assign grades and monitor students' progress.

Determine priority content.

Review available historical student data.

Development

Get to know students (collect and analyze baseline data).

Re-evaluate priority content based on student needs.

Draft and submit SLOs.

Receive SLO approval (revise if necessary).

Instruction

Teach and monitor student learning.

Discuss progress with colleagues and evaluator(s).

Make adjustments to SLOs by mid-year (if necessary).

Revise supports and interventions if students are not progressing as expected.

Collect, analyze, and report on SLO results.

Reflection

Collect, analyze, and report final evidence of student learning.

Review outcomes with the evaluator.

Reflect on outcomes to improve implementation and practice.

55

Compare and Contrast

Read the sample administrator SLO.

Discuss similarities and differences between a teacher SLO and a building administrator SLO.

Identify a key takeaway for when you write your own SLO. Be prepared to share out.

5 min.

5 min.

5 min.

Planning Your Year: Next Steps

Before School Starts

Middle of Year

Beginning of Year

End of Year
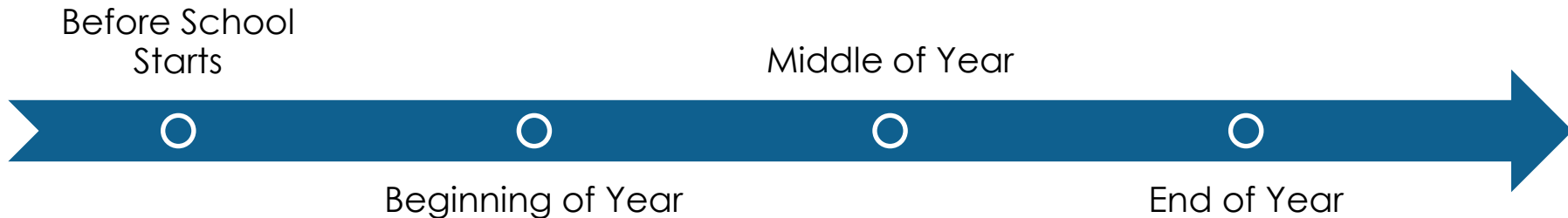
Based on what you learned today, add to your timeline of actions you will need to complete at each point in the school year.

Questions to Consider:
- Is there information you need to get from your district?
- Is there information you need to share with others?
- What are the key steps you need to take to ensure you are following implementation timelines?

Training Overview

Summer	Summer/ Fall	Summer/ Fall	Fall	Winter/ Spring	Spring

PREWORK (Online, required)

Overview of the teacher and support professional modules/webquest

Bias module

Qualities of effective feedback

TRAINING DAY 1 (In-person, required)

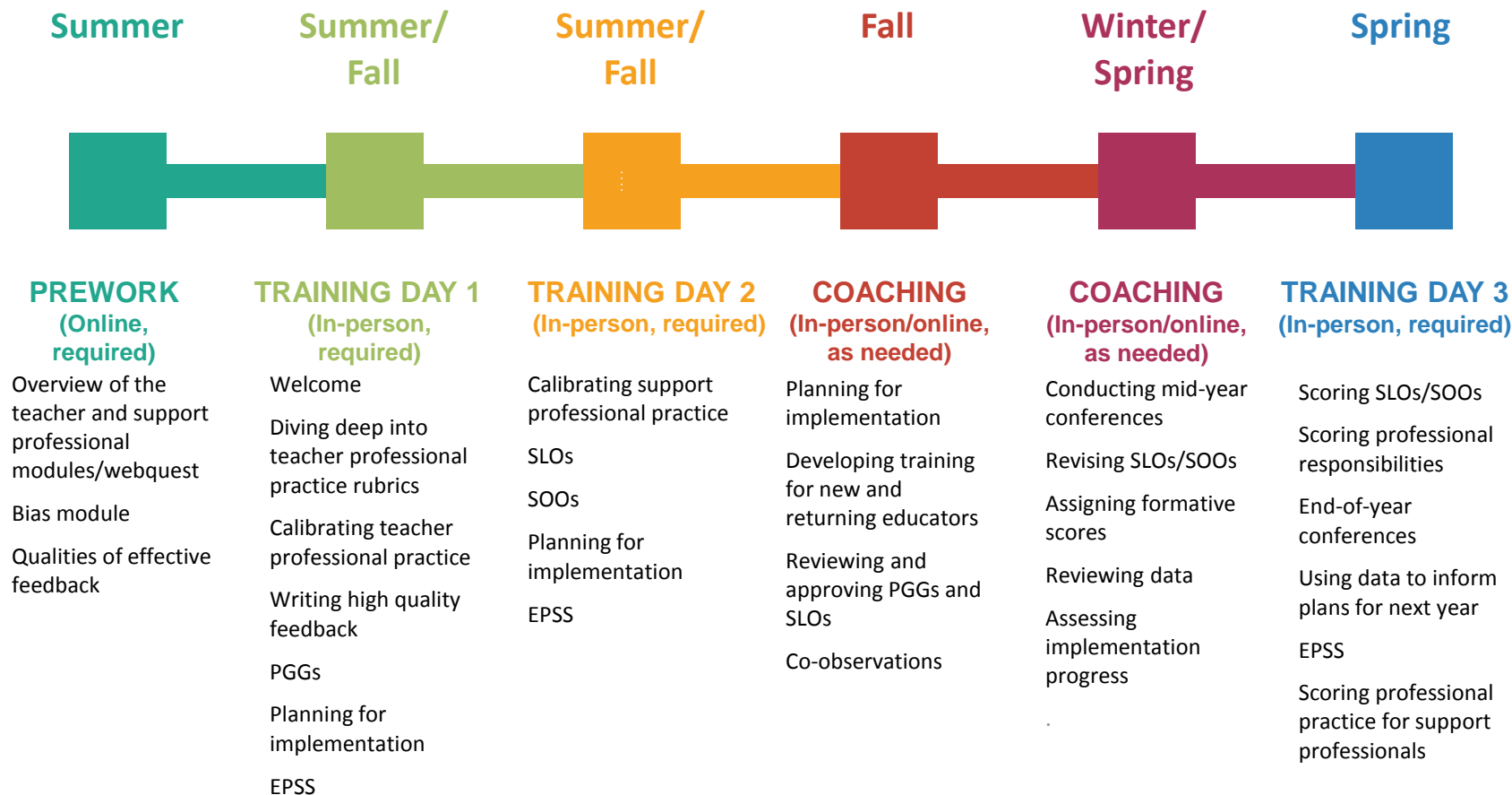Welcome

Diving deep into teacher professional practice rubrics

Calibrating teacher professional practice

Writing high quality feedback

PGGs

Planning for implementation

EPSS

TRAINING DAY 2 (In-person, required)

Calibrating support professional practice

SLOs

SOOs

Planning for implementation

EPSS

COACHING (In-person/online, as needed)

Planning for implementation

Developing training for new and returning educators

Reviewing and approving PGGs and SLOs

Co-observations

COACHING (In-person/online, as needed)

Conducting mid-year conferences

Revising SLOs/SOOs

Assigning formative scores

Reviewing data

Assessing implementation progress

TRAINING DAY 3 (In-person, required)

Scoring SLOs/SOOs

Scoring professional responsibilities

End-of-year conferences

Using data to inform plans for next year

EPSS

Scoring professional practice for support professionals

Please complete the training survey before you leave. Thank you very much.

https://www.surveymonkey.com/r/2016NewEvals

Resources
RIDE website: http://www.ride.ri.gov/
Evaluation email: EdEval@ride.ri.gov